



Write  
It Down!

**This book is a collection of resources gathered from experiences and resources we have collected from conferences and workshops. We have consolidated the resources to share with teachers and therapists to provide students access to the curriculum.**

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# Introduction

## Introduction

This book was developed for all the students we have seen who are having difficulty with developing reading and writing skills due to poor fine motor skills, visual processing skills or other learning issues. By reviewing the research and observations of very young children we know that pre-literacy and pre-writing skills start to develop long before children enter school.

Young children point to pictures when someone reads to them. They request the same story be read to them over and over so that both the child and reader know every word by heart. They scribble and pretend to write letters and stories, read books up-side down, and many other things that imitate adults reading books. They do all these things many times before they are expected to read or write in school.

When we collected histories from caregivers, we found a lot of our students who were not progressing in school were missing these "pre-writing " experiences. Sometimes the student had not had enough experience of others reading to them. Some may need access to tools to experiment with reading and writing. These are the students who will blossom if we give them successful opportunities.

Other students need us to modify their environment and to provide these experiences in a structured manner. For example, if a student can not hold a pencil, he never has the opportunity to make letters backwards or pretend to write a word or letter. If he cannot choose a book independently or turn pages in a book, he may never have the same book read a million times or pretend to read. For others, the situation is that they can hold a pencil, but can not master the skills to form the letters. Their brains and bodies are not working together. They get stuck in the scribble mode, and never progress to playing with recognizable letters, or putting simple stories in writing.

We hope this resource will give teachers, therapists and families some ideas to help their students' access letters and words so they can write millions of letters to their favorite person.

This book is divided into 4 parts:

- Handwriting
- Low Tech Solutions for Writing Alternatives
- Computer Accessibility and Software Solutions
- Resources

## Different Kinds of Writing

When we look at our students, we see they have many different writing tasks and skills. If we could put them in nice little boxes they may look something like this:

**Fluent Writers:** They can write all day. Their thoughts and hands just seem to flow together.

**Functional Writers:** They can write, but it takes some effort. For some their thoughts and hands just don't seem to work together. For others, the motoric process of writing is just awkward. They can write a check, fill in applications, write on post it notes, but when asked to write multiple paragraphs, they fall apart. Their hands may tire, or they can't transfer their ideas to writing on paper.

**Scribblers:** They understand what writing is all about, but to write a phone number on a post it note would take 5 or 6 post-it notes. Their writing may be legible but is very large, and not functional for most school tasks.

**Non Writers:** They motorically can not use a pencil because of processing issues or motor issues. They can not seem to make the marks on a piece of paper resemble actual letters or numbers.

Writing needs to be looked upon as both a motor skill and a processing skill. First consider the motor skill. If a student has very poor fine motor skills, carefully consider if traditional pen and paper writing is a skill they should be working on, or is it a skill that needs to be taught in a different way. Consulting with an Occupational Therapist is a good place to begin. Everyone needs an opportunity to learn the skill of handwriting. Everyone needs opportunities for direct instruction in writing, but they also need to have opportunities to participate in literacy activities while these skills are developing.

Handwriting is like learning to drive a car; you start in a safe area and practice keeping the car within the lines. In writing you start with scribbling and making shapes. While you are learning to drive in a safe area, you are still dependent on other methods of transportation (the bus, your bicycle or walking) to get you places. Then you begin to venture with the car onto neighboring roads. When writing, you begin to make lines and circles that look more like words and simple sentences. In learning to drive, you progress to bigger and busier roads. In writing, you progress to writing paragraphs. The big adventure in driving is when you venture onto the interstate; in writing, you produce your first 500 word paper. Let's give our students the support they need while learning the lifetime skill of writing.



# Handwriting



## Handwriting

This section provides an overview of handwriting issues. It looks at learning how to hold a writing tool, functional pencil grips, posture and positioning issues, proper paper placement and types, as well as programs to teach handwriting.

# Stages of Holding a Writing Tool

Stage 1	Palmar-Supinate Grasp (1 and 1.5 year olds)	Held with fist Wrist slightly flexed Wrist slightly supinated away from mid-position Arm moves as a unit
Stage 2	Digital-Pronate Grasp (2 and 3 year olds)	Held with fingers Wrist straight Wrist pronated Wrist slightly ulnar deviated Forearm moves as a unit
Stage 3	Static Tripod (3.5 and 4 year olds)	Held with crude approximation of thumb, index, and middle fingers Continual adjustments by other hand Ring and little fingers only slightly flexed Grasped proximally No fine localized movements of digit components, hand moves as a unit
Stage 4	Dynamic Tripod Posture (4.5 and 6 year olds)	Held with precise opposition of distal phalanges of thumb, index, and middle fingers Ring and little fingers flexed to form stable arch Wrist slightly extended Grasped distally MCP joints stabilized during fine, localized movements of PIP joints (Test by drawing tiny circles)

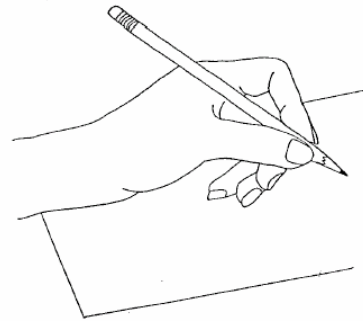
## Writing Strokes Development

By 3 years:	makes o,  , - lines
By 4 years:	makes /, and a 2 part person
By 5 years:	makes squares and colors in the lines
By 6 years:	prints name and most letters

# Writing Basics

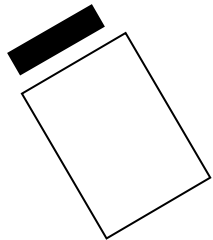
Teach proper pencil grip from the beginning, so you don't have to change it later. Most students who have inefficient grips have them because they were never taught the correct grip. The dynamic tripod is the most widely accepted. It is developed around 4 years of age.

Make sure the child has "letter/word models" down the right side of the paper for left handed students, and left side for right handed students. This way their writing hand does not cover the word they are copying. When the word is covered students will start to "hook" their hand so they can see their visual model.



Paper should always be parallel with the writing arm.

Place tape as a marker on the desk as a visual cue where to put the paper.



Have students start their letters from the top line, pulling the pencil down instead of up. This gives a student more control of the writing tool.

It is important to teach left handed students proper writing skills. If they mirror their right handed peers, many bad habits will develop, such as "hooking."

# Hand Strengthening Activities

## for Writing & Typing

- Have the student pick up small items with tweezers. Using 2 kinds of beans is a great way to play Tic-Tac-Toe.
- Pinch and pull play dough, or hide small objects in it and let students find them.
- Play with wind up toys
- Use clothes pins to hang items up or to clip 2 items together, for example, matching words to pictures, objects to functions.
- Games like, "Bed Bugs", "Tiddlywinks", "Ants in the Pants", and "Operation"
- Wringing out sponges and wiping tables or windows
- Magic tricks, such as the jumping rubber bands or card tricks
- Play cotton ball races using bulb-type nasal aspirators, (the kind used with babies)
- Use a hole punch
- Make orange juice with a hand juicer

# Grip Tricks

## Ideas on how to improve a students pencil grip.

- Try different pencil grips. They may be purchased from most school supply stores or The Therapy Shoppe at [www.therapyshoppe.com](http://www.therapyshoppe.com)
- Try different shapes or weights of writing tools. Office supply stores carry a nice variety, such as Dr. Grip or hand hugger pencils.
- Have students write/draw with small pieces of chalk or crayons. Gripping these small pieces encourages a dynamic tripod grasp.
- Have students use short pencils, like golf pencils. These prevent students from grasping too high on the shaft of their pencils which gives an elongated wrap-around grasp, where the fingers are placed from the top of the pencil to the tip.
- Try using a slant board; this can be made by covering a 4 inch wide 3 ring binder with duct tape. It puts the arm in a better position for writing.
- Have student write on a blackboard or other vertical surface.

# Paper Types

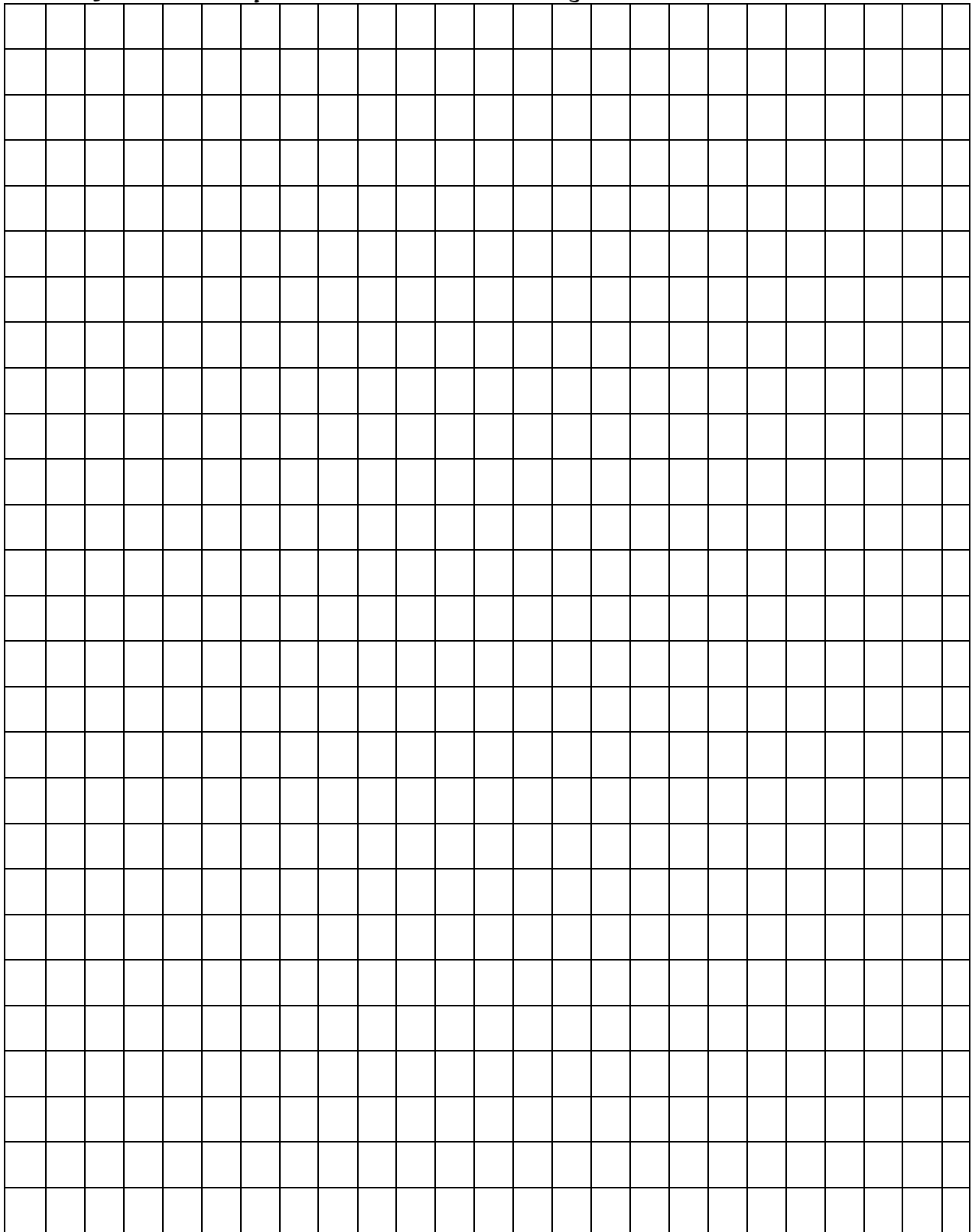
Everyone has their own preference. If you go to any school supply store or any therapy catalog you can find as many different types of paper as there are students. Some special types are:

- **Raised lined** paper is paper with the lines slightly raised. It provides a tactile feedback to students when they are crossing the line.
- **Graph paper** can be purchased or created with different sized blocks. This is beneficial for students who need help in spacing and sizing. Have the student use only one letter per box. Start with a larger size and decrease it as the students master writing. See examples, on the following pages. It is also great for math.
- **NCR paper**, also known as buddy paper, is usually purchased at copy centers. You decide what the lines on the paper should look like, how wide, how many per page, etc. Create it in your word processing program. Print it out and take it to a copy center. The copy center can print it on either 2 or 3 page duplicates.

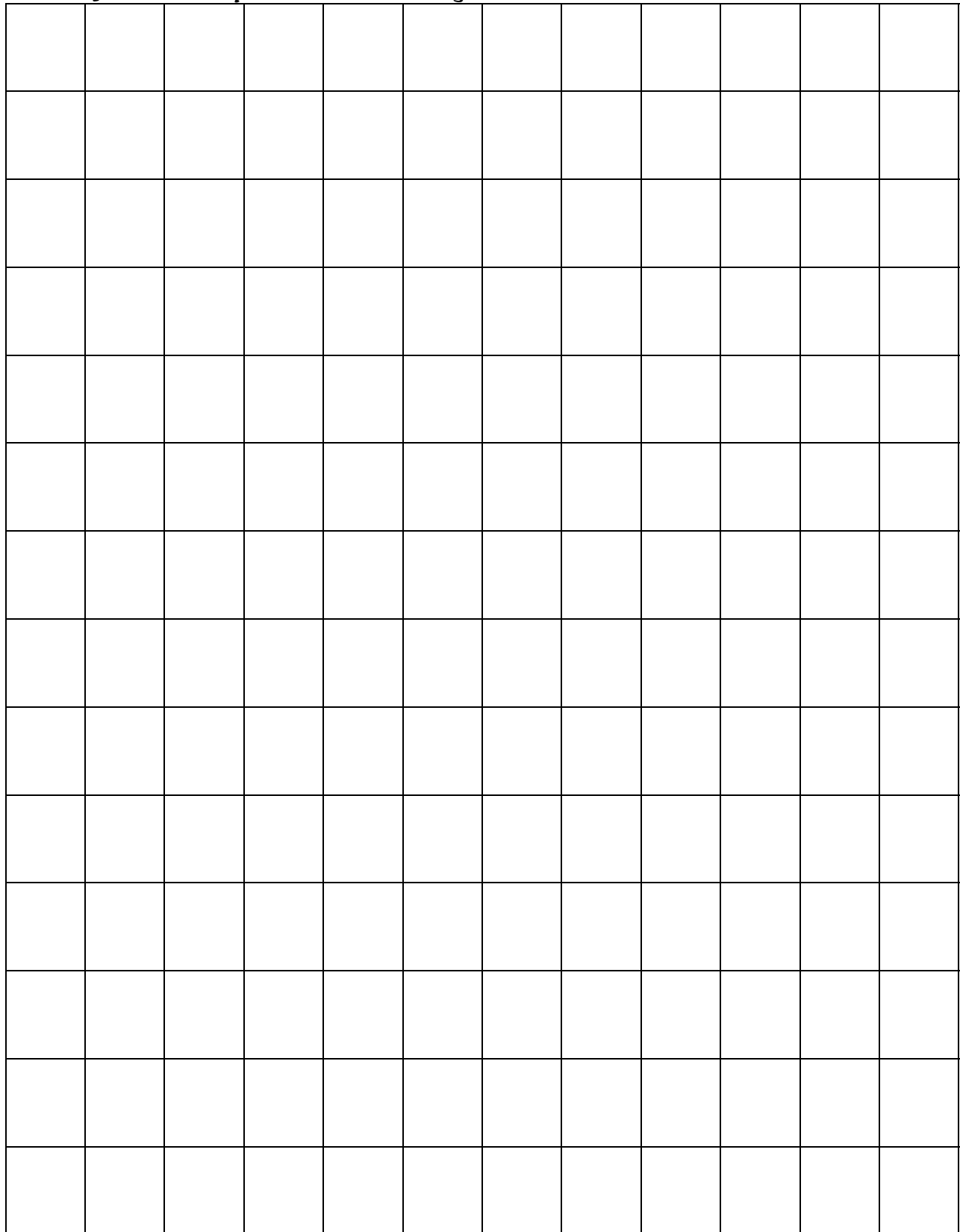
## Food for Thought when choosing paper

- Wider lined paper is not better. The wider the line the longer the student has to control the stroke (primary paper vs ruled paper).
- Lined paper needs to have a consistent number of lines and spacing. Having multiple lines on a paper can be confusing. Most students with handwriting issues also have sequencing, visual perceptual, and memory issues. For paper that has multiple colors or types of lines (dotted and straight), students must remember: Do I start on the red line or green line? Which line do letters like "g" have to touch? How far does "t" have to go?
- Keep it simple.
- Keep it **consistent** across classes, therapists, and family.
- Have plenty of the preferred paper available across environments.

Grid Paper : 1/4 in. squares: Use for Math or Writing



**Grid Paper 1/2 in. Squares: Use for Writing/Math**



**Lined Writing Paper: Lower case between the two lines;**



Upper case goes above top line; hanging letters (g) go below the bottom line.

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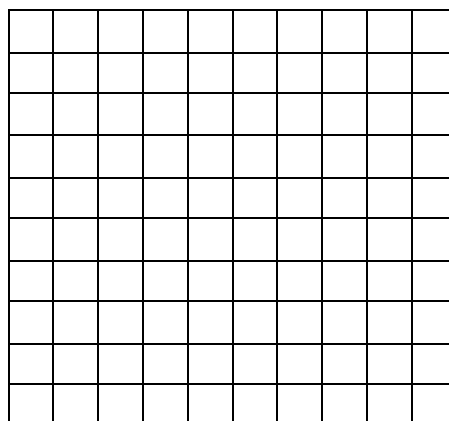
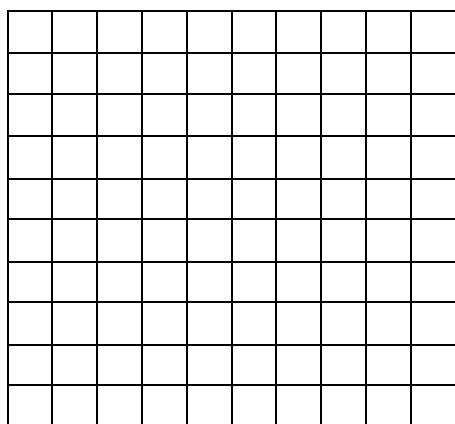
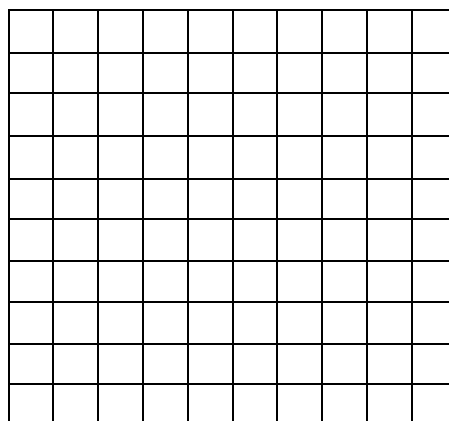
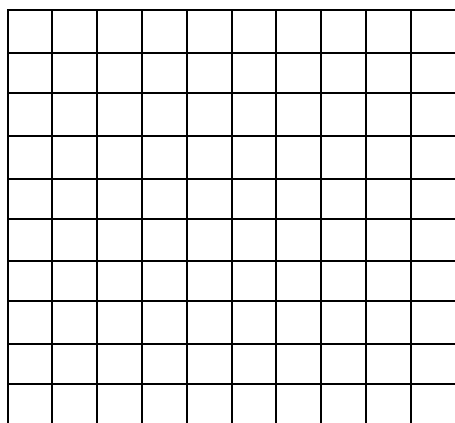
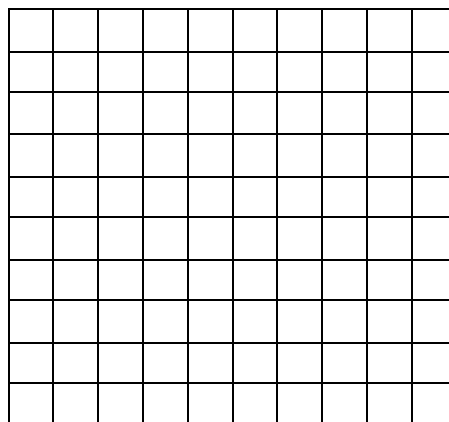
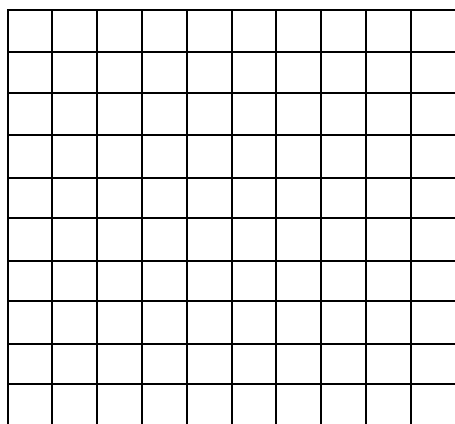
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*Grids for Math Problems: One Problem per grid*



# Pencil Grips

Every teacher and therapist has their own opinion on which is the best grip. There are many types available on the market. Below are some samples. Grips can also be a built in part of the writing tool, such as Dr. Grip pens. Each student is different and may need a different type of grip. When selecting grips here are some considerations:

1. Why am I using this grip?
  - To change a grasp: you need a grip that clearly marks where the fingers go.
  - To decrease the pressure on the grip: then maybe increasing the barrel size or adding a cushion may help.
2. Is the grip the correct size for the student's hand?
  - Look at the student's hands. If the hands are small such as a kindergartener, try a smaller grip to fit. Conversely, you need a larger grip for a high school student.



3. Is the grip really working?
  - Is there a change in the student's writing?
4. Is the student always loosing it?
  - IF yes, explore finding a writing tool with a built in grip, such as hand huggers (a triangle shaped pencil or Dr. Grip pen).
  - IF no, what else can be done?

# Seating and Positioning

It is very important to make sure students have chairs and tables of an appropriate height. When the student is sitting at a work surface that is too big/high, he has to work harder to keep his body aligned when writing. A work surface that is too small/short can cause fatigue on the back and shoulders. Many of our students have subtle neurological issues, (see references for more details). The more their bodies are in proper alignment, the more energy they can spend on the task requested, and less energy on keeping their bodies in place.

Proper alignment includes:

1. Feet flat on the floor.
2. Bottom touching the back of the chair.
3. The top of the desk should be 1 to 2 inches above the elbow.

**Chairs:** All the chairs you have are too big, now what? Try placing a phone book covered with duct tape under the student's feet. The duct tape keeps the pages of the book from sliding. You may have to draw feet on the book to visually show the students where to put their feet. Another solution is to have the student sit "Indian style" (cross-legged) in the chair.

**Table:** The table is too low. If the legs can not be raised, put blocks or thick books, of equal size, under each leg to make it higher. Or, have the student write on a phone book, which raises the work surface.

# Handwriting Programs

## Loops and Other Groups: A Kinesthetic Writing System

Mary D Benbow, 1991

[http://www.tpc-international.com/occu/loops and other groups.htm](http://www.tpc-international.com/occu/loops%20and%20other%20groups.htm)

Information is taken from the above web site



Help your **school age** students with learning disabilities and perceptual delays learn cursive writing along with their non-disabled peers in a typical mainstream classroom. Letters are taught in groups that share common movement patterns. For example, a, d, g, q and c can be visualized on a clock face, and are called "Clock Climbers".

Easy to remember motor and memory cues help students visualize and verbalize while experiencing the "feel" of the letter. Most students can learn formations of all lower-case letters in just six weeks. Groups include:

- Clock Climbers - a, d, g, q, c
- Kite Strings - l, u, w, t, j, p, r, s, o
- Loop Group - h, k, b, f, i, e
- Hills and Valleys - n, m, v, y, x, z

After your students have mastered the lower-case letters, introduce them to capital letters. Groups include:

- Slim 7 Group - P, R, B, H, K
- Umbrella Tops and Eggs - C, E, A, O, Q
- High Hills and Deep Valleys - N, M, U, V, Y

You'll have two levels of reproducible practice sheets. Use Level 1 to teach all students during the first year of handwriting instruction. Level 2 helps students review lower-case letters and focus on the practice of capital letters. Level 1 uses "divided line paper and Level 2 uses 3/8" divided lines

# Handwriting Repair

<http://www.global2000.net/handwritingrepair/>

Information taken from the above web site.

**Kate Gladstone - Handwriting Repair**

**325 South Manning Boulevard**

**Albany, NY 12208 1731 USA**

**Telephone: 1 518 482 6763**

**What's [Handwriting Repair](#)?**

[Handwriting Repair](#) is ... the user-friendly way to make your handwriting readable at speed ... and totally awesome!

[Handwriting Repair](#) is ... a no-frills writing derived from the very first handwriting textbooks published in the Western Europe, which used a style some call "Italic" from its origin in Renaissance Italy.

[Handwriting Repair](#) is ... my customized, caring, fun, and user-friendly program for improving handwriting legibility at real-world speeds. I can repair your handwriting at my site, travel to your site, or work with you by mail.

# Big Strokes for Little Folks

<http://www.concentric.net/~paul/bigstrokes.shtml/>

Information taken directly from the above web site.

Big Strokes for Little Folks is a totally remedial intervention program for children ages six through twelve who exhibit moderate to severe difficulties performing the following basic printing skills:

- entry-level letter formation
- letter placement
- spacing to form words and sentences
- writing without reversals

The work contains an extensive pre-writing section to develop the following skills:

- left to right and top to bottom visual motor sequencing
- visual-motor sequencing
- visual closure
- geometric shape drawing
- basic line conceptualization
- application to constructional activities

The work presents a wide variety of tactile and kinesthetic activity suggestions to develop printing skills.

You can order Big Strokes for Little Folks, direct from The Psychological Corporation under Catalog #0761643672-BTS, by fax (800.232.1223) or by phone (800.228.0752).



# Handwriting Without Tears

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301-983-8409  
[Jan@hwtears.com](mailto:Jan@hwtears.com)  
<http://www.hwtears.com>

This information is taken directly from her Web site.

Hi, I'm Jan Olsen and I'm happy to tell you about my Handwriting Without Tears (HWT) program. The purpose of my work is to make handwriting an automatic and natural skill for children of ALL ability levels. Children who can write well with ease and confidence do better in all of their classes, enjoy school more and feel proud of their work. Children and teachers enjoy success with Handwriting Without Tears because it makes handwriting easy and fun to learn.

## **What makes Handwriting Without Tears Unique?**

- Developmentally based
- Inclusive: works for children of all abilities
- Multi-sensory teaching aids and methods
- Easy to teach and fun to learn
- Excellent for both classroom and individual instruction

## **Teaching the Handwriting Without Tears Method**

- Unique and compelling teaching strategies
- Ideal for both new and experienced instructors
- Clear and easy-to-follow lessons plan
- Brief and effective practice sessions
- Comprehensive tools for assessment
- Little time is needed for class preparation
- Switching to Handwriting Without Tears is easy

## **Program Organization and Features**

- Developmentally-based learning sequence
- Learning skills put into meaningful and immediate use
- Built-in review of learned skills to promote mastery and fluency
- Clear and consistent page and lesson formats
- Comfortable transition between readiness, printing and cursive
- Valuable support to other language art skills

## **Universal Access**

- English language learners succeed in penmanship while improving language skills.
- Special needs students (visual, auditory, sensory motor and cognitive) learn comfortably and with pride because this method teaches to all learning styles.
- Advanced learners master handwriting, promoting full expression in other subject



Low Tech  
Solutions  
For Writing  
Alternatives

## Low Tech Solutions for Writing Alternatives

For students who will never be proficient with the motor process of handwriting it is essential that we look at alternatives to writing with pencil and paper.

This section includes low tech solutions for handwriting, and low tech solutions for math calculations.

# Writing Without Paper and Pencil

It is important for students who are not developing appropriate handwriting skills, or who are generally unsuccessful with writing, to have opportunities to experience playing with shapes, letters and words. Manipulating shapes, letters, and words is the foundation for higher writing skills, abstract thinking, and problem solving. Some ideas for giving students these experiences are:

- Magnetic letters and numbers
- Refrigerator poetry or magnets for making sentences
- Rubber stamp shapes, letters and numbers
- Name and date rubber stamps
- Fill-in-the blanks with double-sided tape on the blank area.  
Write words on index cards and cut-out to place in the blanks.
- Word processing templates on the computer for content work.
- Portable word processor, for example, an AlphaSmart
- Number and letter cards with Velcro on them
- Young students do “pretend writing” in word-processing programs

# Low Technology Solutions

## Writing

Stay Put Folder  
Magnetic Letters  
Alternate writing tools: change size,  
shape, weight or length (Dr. Grip)  
Magnetic Word Poetry  
Slant Boards/Clip boards  
Vary Paper Type, (raised line, narrow  
ruled, color)  
Notetaking devices (AlphaSmarts,  
DreamWriters)  
Typewriters  
Name/Letter Stamps  
Spelling Dictionaries  
Word Lists  
Handwriting grid  
Franklin Speller/Homework Wiz  
Dry Erase Boards

## Math

Graph Paper/Math Grids  
Talking Calculator  
Large Button Calculator  
Coin-U-Lator  
Number Stamps  
Finger Pinch Ruler  
Number Lines  
Concrete Counting Objects

## Reading

Highlighting Tape  
Color Filters  
Color Coding  
Post It Notes  
Books on Tape  
Digital Books

## Organization

Color Dots  
Arrow Tags  
Post It Notes  
Highlighters/Highlighting Tape  
Digital Voice Recorder  
Timer  
Book Holder  
Pocket Folders  
Calendar/ Planner

# Name Stamp

It is very important for children to assume responsibility for identifying their papers. Very young children scribble their name. As they get older they need a more efficient way of identifying and taking ownership of their work. Name stamps allow students to identify their papers in a timely manner with appropriate sizing.

Name stamps can be purchased in a variety of places, including office supply stores, mail order such as catalogs that sell address labels, or craft stores that sell rubber stamps. They come in several styles: self inking and the kind that requires a separate ink pad. The one requiring an ink pad is better for students with less hand control, because it is easier to modify the handle of the stamp.

If the student can write his/her signature, but it is too large for worksheets or signing a greeting card, you can take the large signature to an office supply store and have them shrink it down to an appropriate size for a stamp. An alternative to name stamps is printing the student's name on address labels. With this, they only have to peel and stick the label.

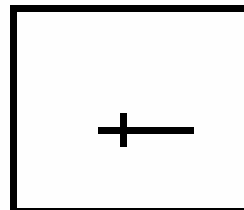
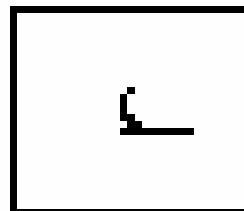
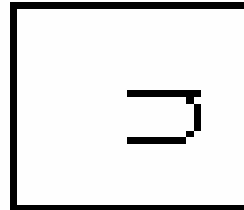
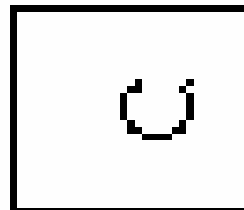
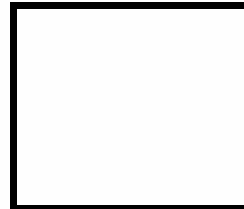
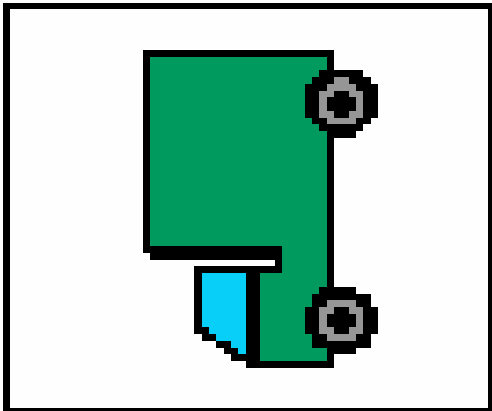
## Letter, and Word Cards; Number Cards/Lines

Word cards can be used to create simple sentences. Students who can recognize more words than they can spell will have difficulty writing and constructing sentences. One way to give students the opportunities to create sentences is to provide them with word/picture cards to write simple sentences. For example, all the words will be placed on the desk and the student will pick out the words needed to make a sentence. This concept also works with spelling words or math problems.

Manipulatives are an important part of providing alternatives for writing, especially with math calculations. Students with handwriting issues often need hands-on manipulatives instead of using paper and pencil as a scratch pad. The directions for the two number lines are included as samples to assist with math calculations.

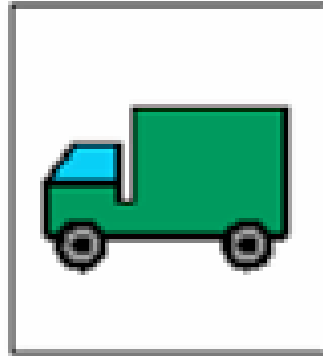
The following pages are examples. To obtain full size copies, download them from our website: [www.es.eocps.k12.fl.us/atteam](http://www.es.eocps.k12.fl.us/atteam)

Pick the Velcro letter/s to complete the spelling.



# Making Sentences:

Use Velcro words to fill in the blank.



The  is green .

# Spelling Test:

Use Velcro letters to spell your words.

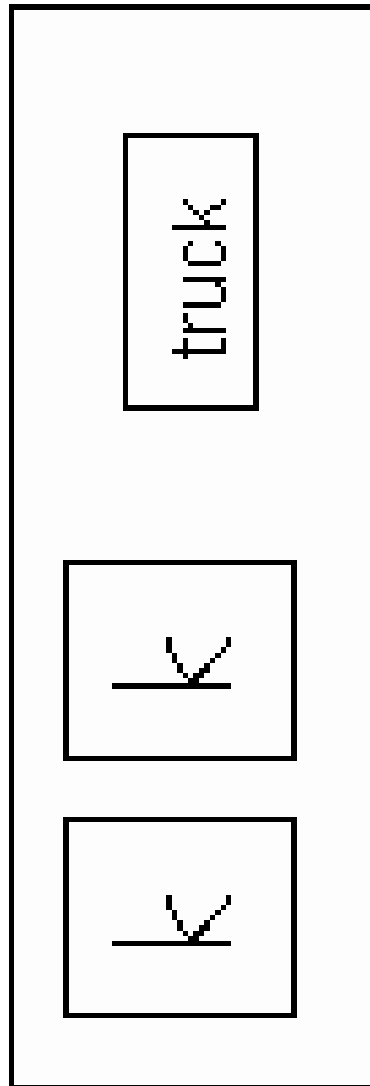
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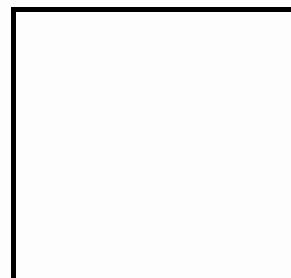
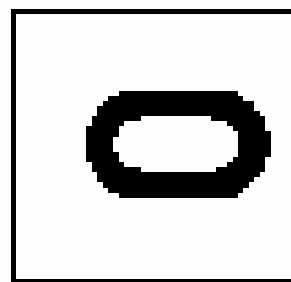
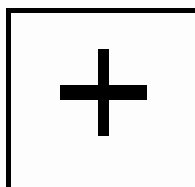
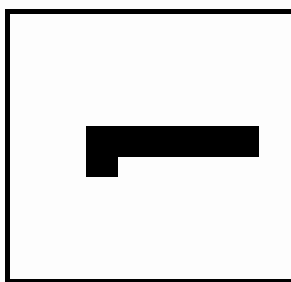
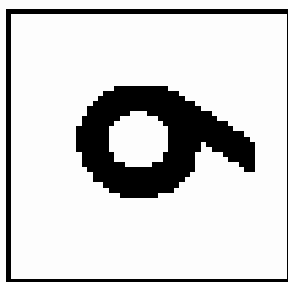
3.

Copy on Card stock, laminate, and use Velcro for filling in blanks.

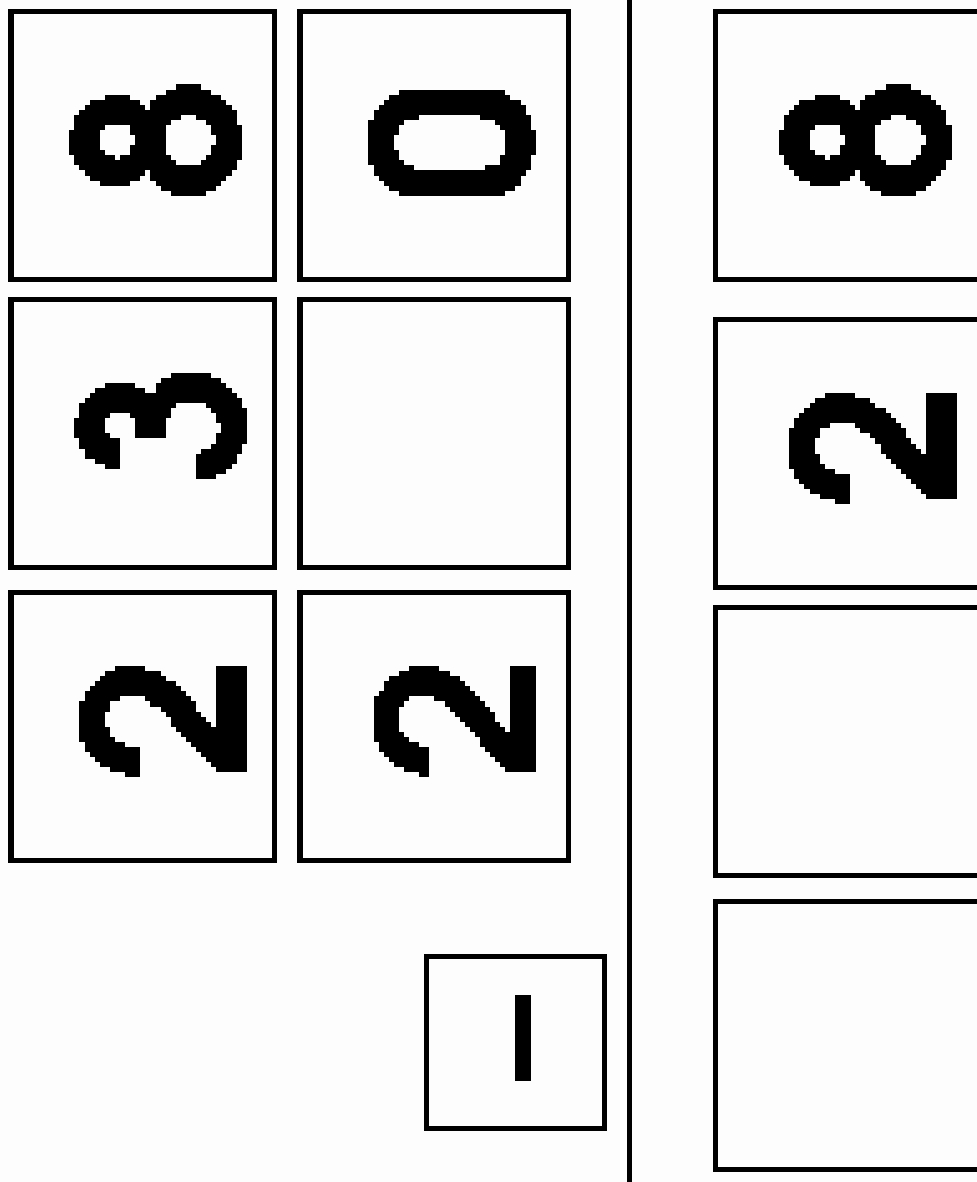




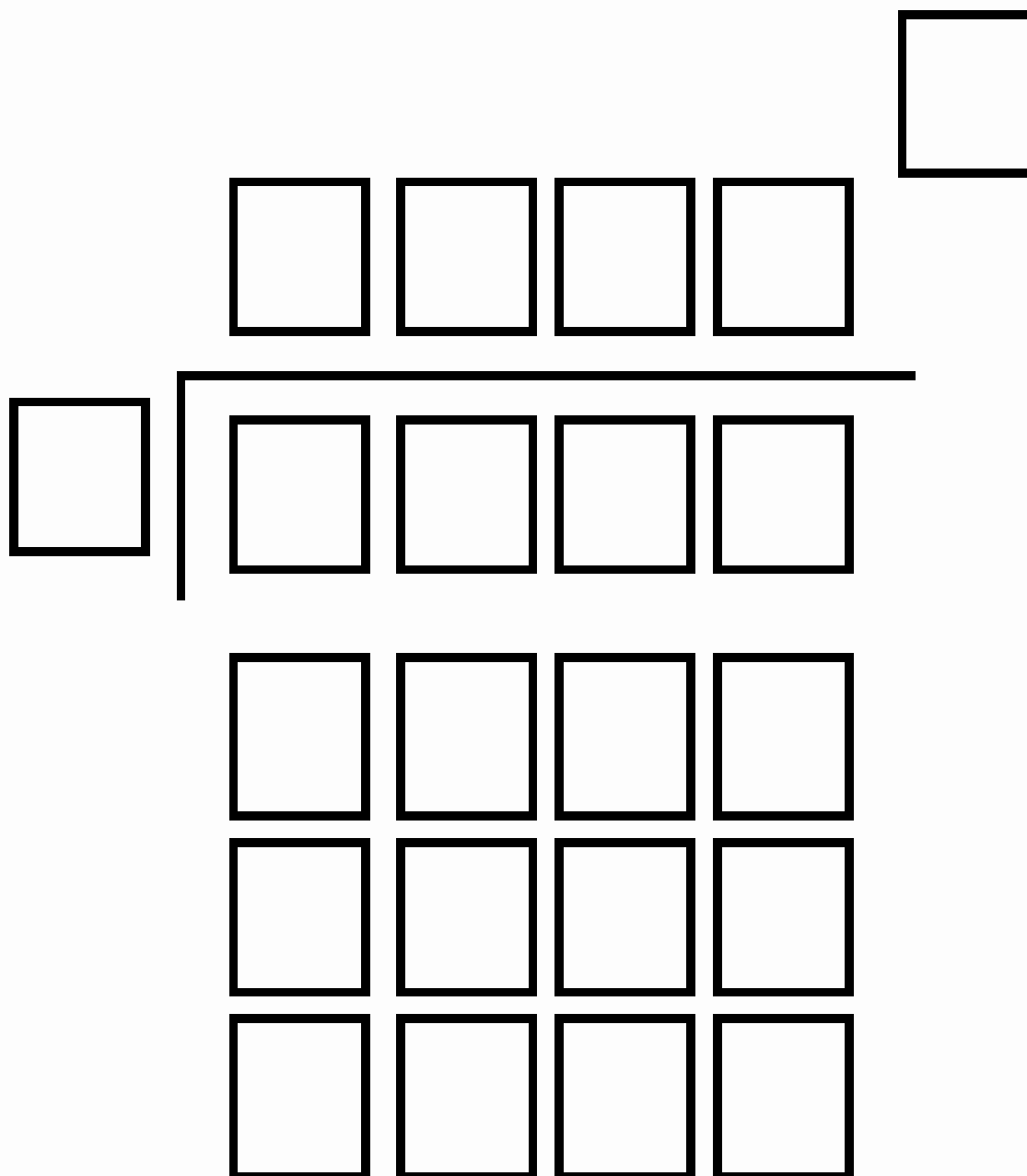
## Velcro Addition Problem



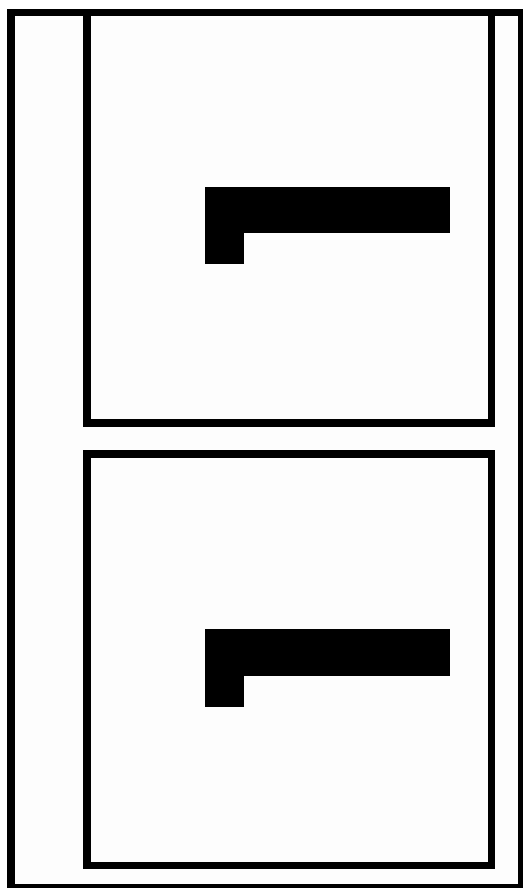
## Velcro Subtraction Problem



# Velcro Division Problem



Copy on Cardstock, laminate, cut-out, and use Velcro on back to do math problems.



# Math Grid with regrouping line:

\_\_\_\_\_

<hr/>		

\_\_\_\_\_

<hr/>		

\_\_\_\_\_

<hr/>		

\_\_\_\_\_

<hr/>		

## Worksheet Modifications

*These are samples of ways to use regular worksheets and modifying the task of writing in the blank.*

Florida is known as the (use double sided tape on back of words cut from index cards).

Florida's state tree is the (use post it notes with words).

Florida grows (use labels with words).

Example:

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

(Label with number 5)

# Typing

Typing is a very important skill. If the student is a capable writer but does not have a good feel for letter location on the keyboard, he will more likely choose to write with a pencil and paper, even if it is illegible, because it is more familiar and automatic. It is critical to make typing more automatic than writing. The student's teacher, occupational therapist and parents must determine the best mode of typing, such as touch typing, 2-handed with single fingers, or one handed. Even if it is decided that 2-handed home row method is not the best mode, the student will still benefit from completing a standard typing program. Completing these programs teaches more than just finger placement. Typing programs allow the student:

- A structured way to learn the keys on the keyboard.
- To learn frequently used letter combinations, ex.: "er" and "and". These combinations can increase speed and accuracy.
- To develop beginning word-processing skills.
- To decrease the need to multi-task, for example typing and deciding what to type

There are many typing programs. The best one is one that is available for frequent practice and will maintain the student's interest.

For a review of typing programs go to:

[http://www.superkids.com/aweb/pages/reviews/typing1/sw\\_sum1.shtml](http://www.superkids.com/aweb/pages/reviews/typing1/sw_sum1.shtml)

## Common Typing Programs:

- All Star Typing - The Learning Center
- Disney's Adventures in Typing with Timon and Pumba - Disney
- JumpStart Typing - Knowledge Adventure
- Mario Teaches Typing 2 -Brainstorm
- Mavis Beacon Teaches Typing - Mindscape
- Slam Dunk Typing - Creative Wonders
- Type to Learn - Sunburst
- UltraKey - Bytes of Learning



# Word Processing Skills

Just as important as learning the keyboard and where the keys are, is learning what to do with them. There are many good step-by-step programs for students to teach word processing. Check with your technology person to see what is already available at your school. For elementary aged students check out SRA's Basic Computer Skills programs for children at [www.sra4kids.com](http://www.sra4kids.com).

Skills need to include, but are not limited to:

- Opening programs
- Opening files
- Closing programs
- Saving files/to disk/hard drive/folder
- Deleting files
- Naming files
- Creating stationary files
- Knowing how many spaces to put between words, sentences
- Changing font size and styles
- Using appropriate font sizes and styles
- Using Macros
- Using Auto Correct/Text
- Setting up pages and margins
- Printing
- Cutting text
- Pasting text
- Deleting text
- Using tables
- Using columns
- Undoing Mistakes

# Stay-put Folder

This folder was designed to assist students with keeping their paper in one place on their desk while writing.

## Materials:

Report Cover/Two Pocket folder (without brads)

Post-It Self-Stick Bulletin Board (Retail price \$11.91/ 18x23 inches)

Non-Slip Shelf Liner (available at most discount stores or \$1/roll at Dollar Stores)

1" Masking or Plastic Tape

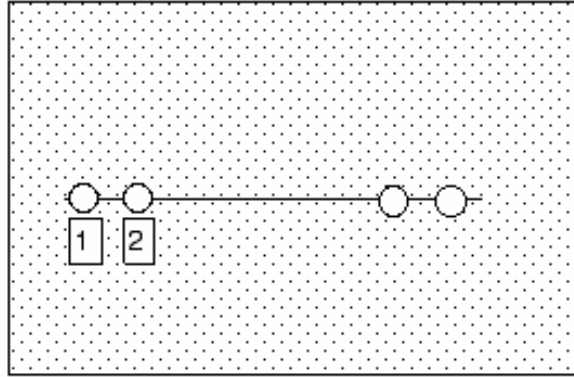
## Directions to Make:

1. Measure the height and width of the folder.
2. Cut a piece of the Self-Stick Bulletin Board material 1" smaller than the height and width of the folder.
3. Cut a piece of the shelf liner 1" smaller than the height and width of the folder.
4. With the folder open, center the shelf liner on the right hand side of the folder and tape around the edges to secure to the folder.
5. With the folder open, center the self-stick bulletin board material on the left hand side of the folder and tape around the edges to secure to the folder.

## To use:

- Open folder and fold back so outside surfaces are touching.
- Place the shelf liner side on the desk or other writing surface.
- Place a sheet of writing paper on the other side, with the sticky Post-it Bulletin Board material.
- Initially pages written will curl but as the stickiness of the material lessens this should not be a problem.

# Directions for a Carpet Number Line\*



## **Materials:**

Indoor/Outdoor Carpet Piece, 6 in. x 16 in.

Ten wooden beads, at least 16mm. in diameter

One 27" black round shoestring

Two pieces of hook Velcro, 2 in. long

One piece of hook Velcro, 4 in. long

Cardstock for numbers

## **Directions:**

- 1) Tie one end of the shoestring around one 2-in. hook Velcro piece.
- 2) Place this hook Velcro piece at the beginning of the number line.
- 3) String the ten wooden beads onto the shoestring.
- 4) Tie off the shoestring to the second 2-in. hook Velcro piece so that it is taut against the indoor/outdoor carpet piece.
- 5) Place this Velcro piece at the end of the number line.
- 6) Cut the 4 in. strip of hook Velcro into ten pieces. Make numbers on cardstock, laminate, and place a piece of hook Velcro on the back of each. Affix the numbers below the beads on the shoestring.

\* This carpet number line is described in *Total Augmentative Communication in the Early Childhood Classroom*, by Linda J. Burkhart. (1993). Eldersburg, MD: Linda J. Burkhart.

# Directions for a PVC Number Line\*

(Note: The feet for the stand are turned 90 degrees so that you can see the construction.)

## Materials for a 20-number line:

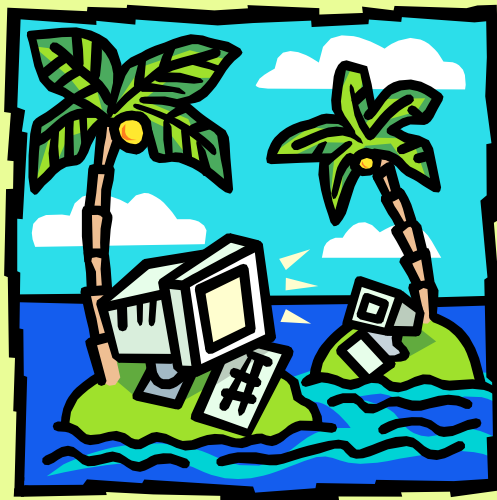
One 18" length of 1/2-in. PVC  
Six 1 " lengths of 1/2-in. PVC  
2 T-connectors  
2 Elbow connectors

4 End caps  
20 pieces, 5/8-in. wide each of 1-in. PVC  
1 Sharpie permanent pen

## Directions:

- 1) If you want the 5, 10, 15, and 20 markers to be a different color, spray-paint them and let them dry.
- 2) Place the 20 markers on the 18" length of PVC.
- 3) Put an elbow connector on each end.
- 4) Place one 1 " piece into the other end of the elbow connector.
- 5) Put a T-connector on each 1 " end.
- 6) Place one 1 " piece into each opening in the T-connector.
- 7) Put an end cap on the end of each 1 " piece.
- 8) Use a pencil to mark the numerals on the PVC pipe. Slide each marker to the left and then write the number. Try out the number line with addition and subtraction problems to be sure each number is in the correct location. When you are satisfied with the placement, write the numbers in permanent pen. Allow to dry before using.

\* The concept for this number line is described in *Emergent Literacy Success: Merging Technology and Whole Language for Students with Disabilities*, by Caroline Musselwhite and Pati King-DeBaun. (1997). Park City, UT: Creative Communicating and Southeast Augmentative Communication Conference Publications Clinician Series.



Computer  
Accessibility  
& Software  
Solutions

# Computer Accessibility and Software Solutions

Higher technology solutions are necessary for students when written output becomes more demanding in the academic areas. As written requirements increase within the classroom, students need a more efficient and expedient method for producing written work.

It is important to consider a continuum of tools for producing written work, first looking at the task, then determining the best tool for the individual to complete the task, then observe the classroom environment for using the tool. In some cases, if a student can write legibly enough to answer one word or short answers, it may be more efficient to use pencil and paper. For longer answers or pages of writing, it would be more efficient to use a portable word processor or computer with word processing.

Again, at the task first, the student's needs, and the environment before determining the appropriate tool to accomplish the task.

This section addresses the adaptations and modifications for higher tech solutions. It includes information for using portable word processors, computer accessibility options, computer based worksheets, word processing templates, word processing features, and other software solutions.

# Computer Accessibility Options 101

There are many ways to increase a student's efficiency in typing by adjusting system features within a desktop, laptop, or note taking device. Here are some to look for:

- **Key Repeat Rate:** Turning off or adjusting the keyboard repeat rate can stop a student from perseverating on a certain key and getting a row of the same letter. It allows a student who has physical problems to lift his finger off a key before it repeats.
- **Sticky Keys:** This feature allows the user to select multiple keys without holding them down all at one time. On computers, this function is located in the control panel under "accessibility options" in Windows and "easy access" on the Mac. To turn the function on in the AlphaSmart, press "command-option-k" then 2.
- **Mouse Keys:** This feature allows the number pad to act as the mouse. For example, the number 2 key moves the cursor down, and the number 8 key moves the cursor up. The 5 key acts as the mouse click. This only works on desktop computers with a number pad.
- **Desktop Color/Size of Fonts:** You can change the size and color of the fonts on the desktop. This is very helpful if you need more contrast. Some people with vision or unique learning styles do better with certain color combinations. Changing the colors can make it easier for people to scan the desktop.
- **Mouse Control Panel:** The mouse control panel has various settings that can be changed, including the time needed between clicks for double clicking, the speed the mouse moves across the screen, and the way the cursor appears on the screen.

# Key Caps

Key caps are covers that go over the keys for one or more of the following reasons:

- Making the letters on the keys easier to see
- Hiding the letters on the keys
- Changing the font or type of letters on the keys (lower case, language)
- Needing Braille or other types of tactile cues on the keys

Key Caps can be made by typing the alphabet using a word processing program. Allow ample spaces between letters. Print them on label paper and cut them out. Key Caps can also be purchased commercially. Below are sources for commercially available key caps:

DonJohnston: [www.donjohnston.com](http://www.donjohnston.com)

Peel and stick key labels, upper or lower case, black on white, black on yellow, or white on black

Speedskins: [www.speedskin.com](http://www.speedskin.com)

These orange colored skins which go over the keys. They come in a variety of layouts including upper or lower case, Braille, blank or other languages. They peel off and can travel with the student.



# Worksheet Scanning Basics

Students with writing problems often cannot complete classroom worksheets. Worksheets are sometimes available on the web from textbook publishers. Scanning worksheets should be considered if they are not available in another format.

Scanning worksheets sounds easier than it is. The key is to have the right software for what you want to do with it. The most commonly used software for scanning text is Text Bridge Pro and OmniPage. These two programs are best for documents that are primarily text based. They are great programs for getting text from a textbook or worksheet into a Talking Word Processing Program that allows the content to be read the student.

OmniForm is a scanning software that is geared to scanning documents like worksheets in where the format requires the student to write or mark something. OmniForm recognizes the various parts of the document like fill-in the blanks, true/false, matching, etc. and allows you to define those as fields that can be filled in by the student on the computer screen.

The general rule is to look at your end goal and pick the appropriate software. Include your school tech person when deciding your purchase options. to assure you have the correct mix of hardware, software and goals. Warning: Not all items (hardware and software) are compatible with each other.

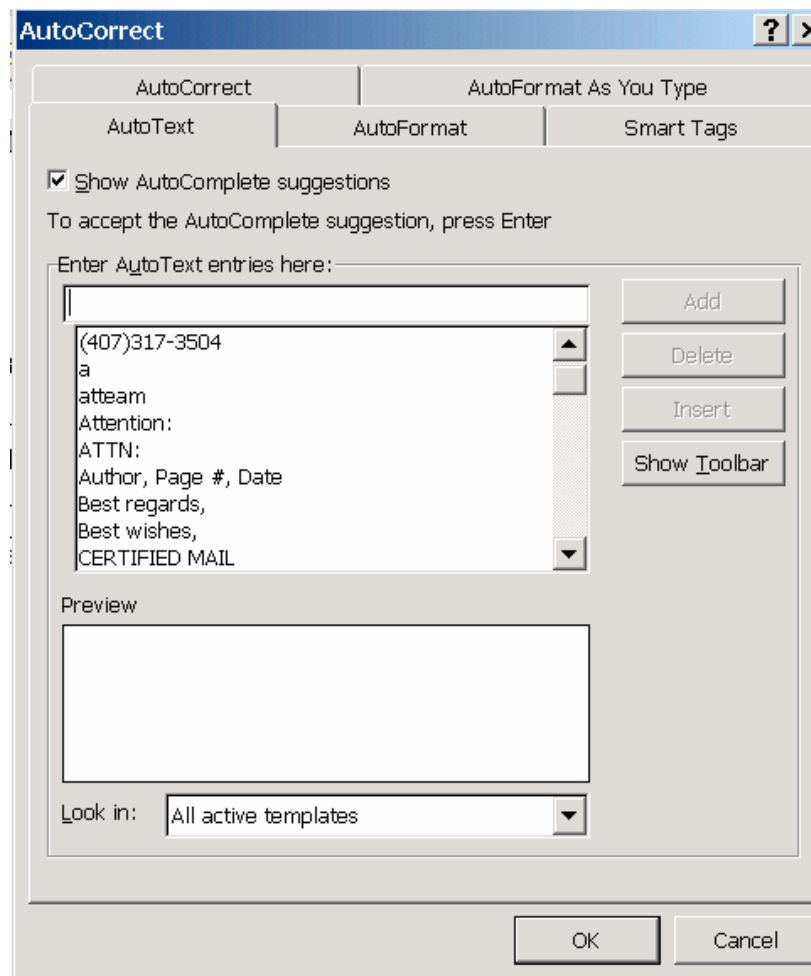
## PDF Files

PDF files are often overlooked as a solution for computerized worksheets. Some text book publishers are producing resource CD's for their textbooks or have supplemental worksheets on their web sites . Some are the same as the black and white masters provided with texts. Worksheets are usually in PDF format, readable with Acrobat Reader (free download). We can take this one step further for our students. Educational facilities can purchase the full blown version of Acrobat Distiller for a minimal fee. This version allows you to insert text boxes in the blanks of the worksheets. Students can actually complete the worksheet on the computer, print it, and save it for future use.

# AutoText in Microsoft Word

Keystrokes can be reduced by adding frequently used phrases to AutoText.

1. Type the phrase and then highlight.
2. Drag down the Tools menu to AutoCorrect.
3. Click on the AutoText tab. You will see the phrase in the preview window.
4. Click on the Add button on the right hand side. When you return to the document type the first four letters and an AutoText window should appear. Press the Enter key.



# Auto Correct in Microsoft Word

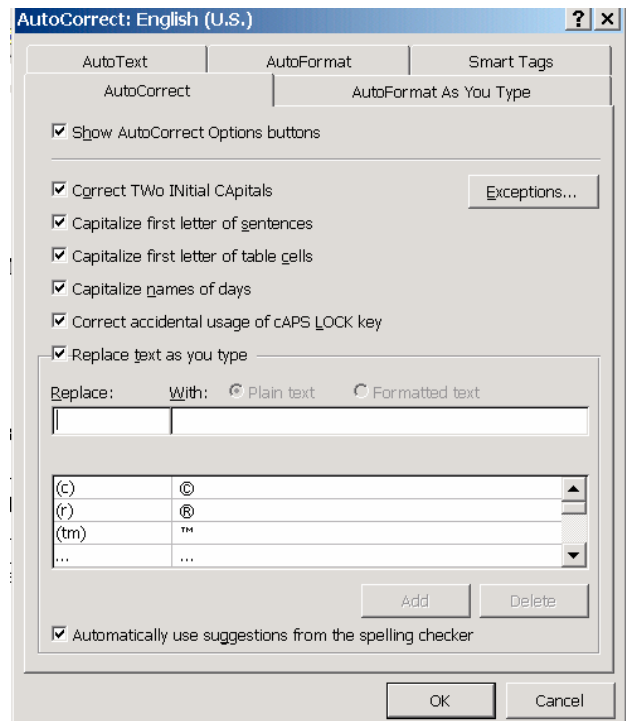
Reduce the number of spelling errors that need to be spell checked by adding them to AutoCorrect. If a student frequently misspells a word exactly the same way you may add it to the AutoCorrect.

1. Drag down the Tools menu to AutoCorrect.
2. Click on the AutoCorrect tab.
3. In the Replace box type the misspelled word just as the student does.
4. Then type in the correct spelling in the With box.

Another use of Auto Correct is a form of short hand or abbreviation expansion. The student develops a series of codes for frequently used information, such as his name, teacher names, phone number, or long words. Follow the steps for auto correcting frequently misspelled words, however in the replace box type in the code and in the "with box:" type in the full word(s). It will be case sensitive. I always add an "x" to the end to make sure it is not a frequently occurring letter combination or word. If it is every time you type in that combination it will be replaced.

Examples:

Replace Box	With Box
tfx	Tami Folks
tpx	Tampa Ave.
ocpsx	Orange County Public Schools
bfx	Benjamin Franklin
slx	Science 1 <sup>st</sup> Period



# Creating Word Processing Templates - (Stationery Files)

**Problem:** Some students need help organizing their work or always need a certain formatting such as large text, underlining, outlining, or colored background for visual discrimination. When multiple students are using the same computer, changing these features in the preferences is not feasible, because each student needs something different. Other students with motor problems need to reduce the amount of information they have to type each time when starting a new document.

**Solution:** Create stationery files that are pre-formatted documents you create that automatically open as an untitled document leaving the original document unchanged. Students complete work in the stationery file and print their work.

- Create stationery for custom paper headings; ie essays, quizzes
- Create stationery for worksheets. Each student completes and saves his copy without changing the original.
- Create fill-in the blank worksheets with word banks; use copy and paste features to place word in the correct blank

How to make template or stationery file:

**Mac:**

1. Create document with any customized features (font size, background/text color) or topic headings or worksheet info.
2. Save file with name identifying the template info, to your desktop.
3. Use the mouse, click once to select (highlight) the file on the desktop.
4. From the **File menu**, select **Get Info**.
5. A dialog box pops up with the name of the file. At the bottom of the pop-up box there is a check box beside the word, **Stationery**. Check this box.

**Alternative:** When saving, save as: **Stationary file**

6. Close the dialog box and you will notice that your file now looks like two pages. This indicates the file is now a stationary file.

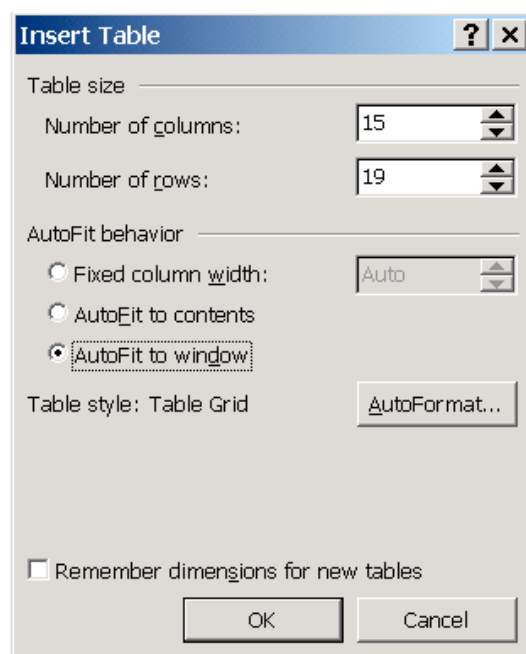
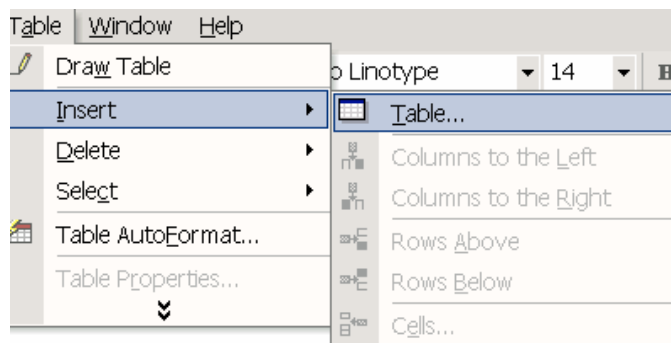
**WIN:**

1. Create document with any customized features (font size, background/text color) or topic headings or worksheet info.
2. Save as Template file.

# Creating Graph Paper on the Computer in Microsoft Word

Sometimes it is difficult to find the perfect size graph paper to meet your student's needs, here is a quick and easy way.

- Open a word processing document
- Pull down **Table**
- Click on **Insert**
- Click on **Table**
- For half inch squares
  - Number of Columns: 15
  - Number of Rows: 19
  - Check Auto Fit to Window
- Click on **OK**
- Highlight Table
- Change font to Roman Times 28
- Print



# Electronic Graph Paper - Math Problems

For students who need organization for completing math problems, try Electronic Graph Paper. Students enter numbers on the electronic graph paper just as they would standard graph paper. To create it in Microsoft word:

- Open a word processor
- Change page format to 2 columns.
- Type in student's name, date and other identifying information
- Insert Table
  - ❖ 10 rows
  - ❖ 10 columns
  - ❖ Click on Auto fit to contents
  - ❖ Table style: Table Grip
  - ❖ OK
- You will have a very small table; this should have enough cells to complete most problems.
- Copy and paste table to accommodate the number of problems the student will be working.
- Save as a template.

Multiple tables can fit on one page (6 easily). To do this make your page into 2 columns and add a header for identifying information. To make lines under the numbers, highlight the row, and click on underline.

				1					
			3	0	1				
			2	2	2				
		+	<u>1</u>	<u>2</u>	<u>9</u>				
			6	5	2				

					1				
			2	3	5				
			<u>x</u>	<u>1</u>	<u>2</u>				
			4	7	0				
			<u>2</u>	<u>3</u>	<u>5</u>	<u>0</u>			
			<u>2</u>	<u>8</u>	<u>2</u>	<u>0</u>			

# AlphaSmart Quick Start

The AlphaSmart is a portable battery-operated word processor that provides text entry and editing. It stores up to eight files in the F1–F8 function keys.

Files can be transferred to a Macintosh or PC for formatting and printing.

## Basic Operation

1. Turn on AlphaSmart
2. Select blank file by pressing F1–F8
3. Type a document and it is automatically saved under the F# key until you erase it.
4. Send a file to your computer by opening a word processing file on your computer, hooking up cable from AlphaSmart to the Keyboard port on your computer, then pressing send on the AlphaSmart keyboard.
5. Disconnect cable from the AlphaSmart. Do any editing or spell checking in your word processing program on the computer and print your document.
6. To erase a file on the AlphaSmart, select the file (F# key), then press the *Clear file* key.
7. Turn off AlphaSmart.

## AlphaSmart 2000—Did you know?

The master password: TEACH

### Disable Spell Check

\*-option-spellcheck

(Turn this off if student has accommodation for writing with word processing included on his IEP for test taking.)

### Data Recovery

Option-\* -R

### Changing Keyboard Options

Option-\* -L

1 = QWERY

2 = Dvorak

3 = One-handed, right

4 = One-handed, left

You can pop off the keys and change them around.

### Clear all files

Option-\* -control-shift-clear file

### Keyboarding Timer

\*-find

Start typing

CTRL , will give the elapsed time and wpm

To start the timer again press return

Esc- to exit

### Special Keyboard Functions

Options-\* -K

Auto Repeat: press 1

Sticky Keys press 2

Show Marks press 3

### Changing files when attached to a computer

Mac: Option-\* - F? (F?=file #)

PC: \*-F? (F?= file #)

Hint: To maximize the battery life, use good batteries, Odd brand batteries may not work or last.

# Get Utility

Get Utility allows information to be transferred from the computer to the AlphaSmart. This is good for tests and templates. It must be installed on your computer.

- Open Get Utility
- Plug in your AlphaSmart
- Open the file you wish to transfer information from
- Highlight and copy text
- Turn on AlphaSmart
- Click on Get Utility, you should see the text you copied from your file
- In Get Utility, select the AlphaSmart file number you want the text to go to
- Send text to AlphaSmart
- Unplug AlphaSmart

Open file, Transferred text should be there.



# Inspiration Quick Start

Inspiration is a mindmapping, webbing software designed to help students produce visual outlines.

## Open Inspiration

### The Basics:

- Type Animals (or anything) in the Main Idea Box, leaving the cursor at end of word.
- Select the Icon for Rapid Fire located in Icon Menu at top of page.
- Type a word and hit return. Repeat .again, and again to see Inspiration automatically add links to your main idea.
- Click on the Outline Icon in the Icon menu and watch the diagram turn into an outline.
- From File in menu bar, select Template, then choose a file to open a template (use scroll bar to review all the file titles).
- Try changing text and icons in the template.

### Basic Operations:

- To create symbols, click anywhere on the screen and you will create an empty box.
- To change idea symbols, click on the symbol you want to change, then click on an icon in the symbol palette libraries.
- To link symbols click on any symbol, then click on a diamond in the middle of a line. Drag the line to the middle of any other symbol to link the two
- To erase a link, click on the link line. Hit the backspace or delete key.
- To change the text in a symbol, click twice on the symbol until you see a cursor for typing, then type the new text.
- To change to outline view, click on the Outline icon in the Icon menu.

# CAST eReader Quick Start

CAST e-Reader is a Text Processing program that allows you to put any text (typed, scanned, downloaded from internet, etc.) into the program so that text can be read to the individual. It also works in the background with an internet browser, reading web pages to the individual. E-Reader adds speech and visual highlighting with controls for reading and highlighting features.

## Key Features:

- Designed to support all readers by giving them access to print material
- Import text from any source—typed, scanned-in text, Internet files, word processing files
- Reads web pages with eReader and Browser open
- Reads/Highlights letters, words, chunks, sentence, lines, or paragraphs
- Select volume, speed, and pitch of reading voices
- Control movement through the text (auto or manual)
- Hide/show text with spoken text
- Set the default font, style, color, size of text and color of background

## Getting Started:

### Open CAST eReader

## Basics

- Select Open File
- Choose a folder from the Samples Library
- Choose a file to open
- Click on the Icon for Application Preferences in Icon Menu
- Select background color from the General Tab
- From the Mode Tab, select Read Mode, Highlight Mode
- From the Voice Tab, select the Voice for reading
- Experiment with icons in menu for Step ahead, Auto Step Ahead, and Stop
- Go back and change settings in Application Preferences and experiment with changes

# Math Pad -Quick Start

MathPad is an onscreen math worksheet program. It has 2 parts: creating the worksheet and using the worksheet. Problems are presented one at a time for the student. After a worksheet is created it can be printed out and used as a traditional worksheet for others students.

## To explore the program:

- File
- Open problem list
- Choose Level 3 Addition
- Work first problem
- Click on "next" on the toolbar
  - Continue working all problems
- To print the completed problems
  - File
  - Print Problem List
  - Type in student's name
  - All
  - OK

## To Create New Problem List:

- File
- New Problem List
- A Problem List box should appear
- Type in problems. You can mix types of problems on a worksheet
- After all problems are entered click on the first problem. When you switch to the worksheet, it will start on the first problem.
- Close box when all problems are entered
- File
- Save as
  - Type in name
  - Save as Type: Stationary, this way if you are using it with multiple students, you will not write on the original.

# IntelliTalk II- The Basics

IntelliTalk is a talking word processing program. When you open the program you can start typing and it will talk to you. The program also allows the teacher to create words or picture pallettes to support writing.

Adjust how it speaks to you from the Speech Menu: by letter, word or sentence. Examples, Go to:

- File
- Open
- Template
- Subject Area, pull down Math
- Making change
- Open
- Down the side you will see a new palette, with coins. Click in front of the #1, then on the button on the top row "it is cool". It should have read you the first sentence. Click on it again. Now select the coins to answer the question. Now try to delete the answer and question. It won't let you delete the text because it is locked. This shows that worksheets can be created and the student can not erase the text, this is done using the concept of locked text and answer fields. Explore the other templates for ideas on how this program can be used beyond simple word processing.

## The Basics

- Adding an Answer Field (a blank):
  - Open a new file—Basic Keyboard Typist
  - Type in Text
  - Where you want the blank to be
  - Edit
  - Insert Answer Field
  - Repeat until all text and fields are entered.
- Locking Text
  - Highlight text to be locked
  - Text in the menu bar
  - Click on lock
  - The text should now have a line under it; if you try to delete it, it will not allow you to.
  - Go to View
  - Uncheck highlight locked text.
  - Having locked text highlighted is helpful when creating a document; you can see what you have done.

# Co:Writer

Co:Writer is word prediction software that runs transparently with any word processing program. When a letter is typed, it produces a list of words that start with that letter. When a punctuation mark is selected, or an enter key is hit, Co:Writer transfers the sentence into the word processing program that is open.

## Getting Started:

Open Co:Writer

Open a Word Processing Program

Press the + key to "wake up" Co:Writer

## The Basics:

- Type the sentence, "I like to eat pizza."
- Type i, space
- Type l, does the word "like" come up? If yes, select the # beside it, if no, type the next letter, continue until the word shows up or is typed in, space.
- Type t, does the word "to" come up? If yes, select the # beside it, if no, type the next letter, continue until the word shows up or is typed in, space.
- Repeat with eat and pizza.
- After pizza, type a period.
- The whole sentence should pop into your word processing program.
- Start typing a new sentence.

## Adding Abbreviations

- Edit
- Edit Dictionary,
- Type in the abbreviation = word (no spaces)
  - Example: OCPS=Orange County Public Schools
- Add word
- Save

## Turning Speech On/Off

- Speech from menu
- Highlight on/off

## Typing Numbers

- Esc
- Type the numbers
- Esc

## Creating Multiple Writers

- File
- New Writer
- Name New Writer
- Select Dictionary Size
- OK

# Co:Writer Q&A

I start to type the next sentence and no words come up.

- You may need to “wake up” Co:Writer. Press the “+” key.

I finish typing a word and no new choices come up.

- Predict ahead may be turned off, go to format, click on “predict ahead”.

Words start showing up in my sentence that I have not typed yet.

- Predict In-Line is turned on, to turn it off, go to format, and select “Predict In-Line”.

Misspelled words are showing up.

- Collect new words is turned on. This feature collects new words, even if they are misspelled. Turn it off by, going to options, click on “collect new words” to deselect.

I type in a sentence and it does not send the text to my document.

- If you are using Co:Writer 4000, then Co:Writer may not be connecting or “talking” to the word-processing program. To check, with Co:Writer active, do the following:
  - Pull down options
  - Click on *Change Connection*

Make sure the program to which you are sending Co:Writer is highlighte



# Resources

# Resources

This section provides resources for further reading and research. It includes books, articles, vendor addresses, and web site addresses.



# Suggested Readings

Kohl, MaryAnn F. (1992). [Mudworks: Creative Clay, Dough, and Modeling Experiences](#). Bellingham, WA: Bright Ring Publishing.

Kranowitz, Carol Stock, MA (1995). [101 Activities for Kids in Tight Spaces](#). New York: St. Martin's Press. (DDR)

Kranowitz, Carol Stock, MA [The Out-of-Sync Child: Recognizing and Coping with Sensory Integration Dysfunction](#). Berkley Publishing Group.

O'Brien-Palmer, Michelle (1998). [Sense-Abilities: Fun Ways to Explore the Senses \(Activities for Children 4 to 8\)](#). Chicago: Chicago Review Press. (DDR)

Trott, Maryann Colby, MA, with Marci K. Laurel, MA, CCC-SLP, & Susan L. Windeck, MS, OTR/L (1993). [SenseAbilities: Understanding Sensory Integration](#). Tucson, AZ: Therapy Skill Builders. (DDR)

Ayres, A. Jean, OTR, PhD (1979). [Sensory Integration and the Child](#). Los Angeles: Western Psychological Services. (DDR)

# Vendors

## **AlphaSmart Inc.**

www.alphasmart.com  
1-888-274-0680  
20400 Stevens Creek Blvd, Ste.300  
Cupertino, CA 95014

The AlphaSmart is a portable word processor. The AlphaSmart 3000 allows you to add additional software called Applets, such as word prediction or a typing program to the AlphaSmart 3000.

## **Attainment Company**

www.attainment-inc.com  
800-327-4269  
P.O. Box 930160  
Verona WI 53593-0160

Educational products for special needs students, especially aimed at daily living skills.

## **Don Johnston, Inc.**

www.donjohnston.com  
800-999-4660  
26799 West Commerce Drive  
Volo, IL 60073

Don Johnston Incorporated provides intervention products that struggling students and students with disabilities need to achieve literacy. They offer reading, writing, word-study and computer access products, as well as professional development services for educating teachers on using technology in the classroom to teach reading and writing. They produce Co:Writer, Write:OutLoud, Access to Math, Discover Switch among many others.

## **Franklin**

www.franklin.com  
1-800-266-5626  
One Franklin Plaza  
Burlington, NJ 08016-4907

Franklin Electronic Publishers, Inc. is the producer of eBooks with a wide variety of dictionaries, bilingual dictionaries, Bibles, medical reference works, personal organizers, entertainment, and educational works.

## **Handwriting Without Tears**

www.hwtears.com/orderform.htm  
301-983-8409  
8802 Quiet Stream Ct  
Potomac, MD 20854

Handwriting Without Tears (HWT) is a way to teach pre-printing, printing and cursive. It was developed by Jan Z. Olsen, OTR, an occupational therapist and handwriting specialist. HWT is an inclusive method for teaching children of ALL ability levels.

## **IntelliTools**

www.intellitools.com  
1-800-899-6687  
55 Leveroni Court Suite 9  
Novato CA 94949-5751

IntelliTools is the developer of the IntelliKeys and software that supports inclusive learning for students.

**Mayer Johnson Company**  
www.mayerjohnson.com  
1-619-550-0449  
P.O. Box 1579  
Solano Beach CA 92075-1579

The maker of Boardmaker, Writing with Symbols and other great resources.

**Pocket Full of Therapy**  
www.pfot.com  
732.441.0404  
PO Box 174  
Morganville, NJ 07751

Nice selection of pencil grips, writing tools and fine motor activities.

**Onion Mountain Technology, Inc.**  
www.onionmountaintech.com/  
(860) 693-2683  
74 Sexton Hollow Road  
Canton, CT 06019

Onion Mountain has developed the LoTTIE Kit™, a low and mid tech tool kit for informal assessment and evaluation, and now carries a number of hard to find low and mid tech tools. Onion Mountain Technology, Inc. is a company owned and founded by Judith Sweeney. Judi founded this company to provide evaluation, consulting, training, and presentation services to children and school districts interested in increasing their knowledge of and access to assistive technology. Judith P. Sweeney, President.

**Therapy Shoppe**  
www.therapyshoppe.com  
1.800.261.5590  
P.O. Box 8875

Grand Rapids, MI 49518

A source for handwriting tools and pencil grips.

# WWW Sites

## **Orange County Public Schools**

### **Assistive Technology Team Website**

<http://www.es.eocps.k12.fl.us/ATTeam.htm>

Information and links to Assistive Technology. Resource page includes downloadable teacher resources for Boardmaker and IntelliTools activities.

### **Barkley Memorial AAC Center**

<http://aac.unl.edu>

Variety of useful information including device tutorials, vendor links, and academic resources for AT devices.

### **School Express**

<http://www.freeworksheets.com/>

A free email newsletter sent out every Friday with one free Thematic Unit. Each unit has between thirteen and twenty-four pages. oOther free worksheets.

### **Sites for Teachers**

<http://www.sitesforteachers.com/>

Pages and pages of good links, for classroom resources.

### **Do To Learn**

<http://www.dotolearn.com/>

Find information on autism, ADD, LD & other disabilities, family advocacy resources, and teacher tips.. Has downloadable picture activities.

### **Brain Connection**

<http://www.brainconnection.com/>

A site for basic learning information.

### **Closing the Gap**

<http://www.closingthegap.com/>

Computer Technology in Special Education- A great place to find the answer to any AT question or issue.

### **LD Online**

<http://ldonline.org/>

An interactive guide to LD for parents, teachers, and students.

### **LD Resources**

<http://www.ldresources.com/about/index.html>

Richard Wanderman's site. An ever changing site, check it frequently. Includes tips, low tech solutions for the LD students and humor.

### **Family Guide to AT**

<http://www.pluk.org/AT1.html>

Answers FAQ about AT.

### **INTERSECT**

<http://intersect.uoregon.edu/teacher/default.html>

Digital books on the internet.

### **JAN: Job Accommodation Network**

<http://janweb.icdi.wvu.edu/>

The Job Accommodation Network (JAN) is not a job placement service. It is an international toll-free consulting service providing information about job accommodations, the employability of people with disabilities. and also providing information about ADA.

**The National Transition Alliance for Youth with Disabilities (NTA)**  
[http://www.dssc.org/nta/html/index\\_2.htm](http://www.dssc.org/nta/html/index_2.htm)

The National Transition Alliance for Youth with Disabilities (NTA) seeks the formation of one education system that benefits from the lessons learned from special education, regular education, and vocational education.

**NCIP**  
<http://www2.edc.org/NCIP/>  
The National Center to Improve Practice (NCIP), an organization that promotes the effective use of technology to enhance educational outcomes for students with sensory, cognitive, physical and social/emotional disabilities.

**SET- BC**  
<http://www.set.gov.bc.ca/res/files/>  
Has great downloads and other information about AT and AAC.

**Trace Center**  
<http://www.trace.wisc.edu/>  
A good place to go for help concerning computer access issues.

**Free Typing Programs**  
<http://www.typingmaster.com/prglst.htm>

A comprehensive list of free and shareware typing programs for Windows 95/98/NT to improve keyboarding efficiency.

**Kate Gladstone - Handwriting Repair**  
<http://www.global2000.net/handwritingrepair/>

Handwriting Repair is a strategy to teach writers to correct their own handwriting errors.

**Super Kids**  
[http://www.superkids.com/aweb/pages/reviews/typing1/sw\\_sum1.shtml](http://www.superkids.com/aweb/pages/reviews/typing1/sw_sum1.shtml)  
Typing Software -- The Big Picture

**ATEN**  
<http://www.aten.scps.k12.fl.us/>  
ATEN, Assistive Technology Educational Network of Florida,

**David's Desk**  
<http://www.paec.org/david/>  
FDLRS/PAEC web Page, lots of teacher resources for ESE.

**Lesson Tutor**  
<http://www.lesontutor.com>  
Free worksheets.

**Internet Public Library**  
<http://www.ipl.org>  
A library on the internet.

**Teacher Created Materials**  
<http://www.mcps.k12.md.us/curriculum/pep/teachercreate.html>  
A variety of downloads.

**Dr. Cavanaugh**  
**Educational Technology**  
<http://drscavanaugh.org/projects.htm>

A great site to learn all you wanted to know about ebooks.

